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ABSTRACT

This teacher's guide on the 50 state quarters emitted by the United States Mint includes 6 "teacher-friendly" lesson plans that fit easily into the curriculum of grades K-1; reproducible student worksheets that coincide with each lesson; "fun" state facts and information on the new quarter designs; and USA map template with state outlines. These lesson plans draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state represented in these lesson plans Tennessee, Ohio, Louisiana, Indiana, and Mississippi. Each of the six lessons provides the teacher with educational objectives, curriculum connections, groupings, class time needed for implementation, and background information. (BT)

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The Greatest Educational Change America Has Ever Seen, 2002: Lesson Plans for Grades K-1.

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2002
Lesson Plans

50 STATE QUARTERS
UNITED STATES MINT

This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines

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The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public three free sets of lesson plans (for grades K–1, 2–3, and 4–6) that are designed to bring life to the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 2002 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site ("HPC"). Appearing on the cover as well as within the plans themselves, the coin-loving HPC Pals will show you ways to supplement the quarter activities with all of the fun and educational resources available on the site!

The United States Mint H.I.P. Pocket Change Web site, located at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, HPC introduces students to what's H.I.P. about coins—they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.

50 STATE QUARTERS
UNITED STATES MINT

Visit us online at
www.usmint.gov/kids

h.i.p. pocket change™

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The Greatest Educational Change America Has Ever Seen

Lesson Plans for Grades K-1

	Objective	Connections	Groupings	Class Time	Page
1: Sing a Song of Coinage (Tennessee)	Creating a song that describes what students learn about coins	- Language Arts - Music - Math - Science	Whole group	2 20- to 30-minute sessions	2
2: Pioneers in Space (Ohio)	Reading and writing about aviation pioneers, exploring, needs vs wants	- Language Arts - Social Studies - Science	Whole group	2 20- to 30-minute sessions	7
3: Our States, My State (Louisiana)	Mapping the shape and location of states	- Social Studies - Art	Whole group Individual work	1 30-minute session	12
4: Coin Crossroads (Indiana)	Adding coins with the same value	- Math	Whole group Small groups	2 30-minute sessions	17
5: Sounding Out the Symbols (Mississippi)	Identifying words with the same initial sounds	- Language Arts - Art - Social Studies	Whole group Individual work	2 30-minute sessions	22
6: Pennies and Nickels and Dimes...Oh, My!	Equating coins with cents and comparing quantities	- Math	Whole group Small groups	1 30-minute session	28

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2002
Ohio, Mississippi, Tennessee, Louisiana, and Indiana 34
United States of America Map 36
Reproducible Coin Sheet 37
50 State Quarters® Program Release Schedule 39

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1: Sing a Song of Coinage

Based on the Tennessee quarter reverse

OBJECTIVES:

Students will closely examine a cent (penny), nickel, dime and quarter. They will list words that describe each coin and will use their observations to create a song about coins.

MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Tennessee quarter reverse
- Chart paper
- Markers
- Cents, nickels, dimes, quarters
- 1 envelope per student
- Large paper coins for demonstration (optional)
- Copies of the completed class coin song

PREPARATIONS:

- Copy the words of "The Coins in My Hand" song onto chart paper, leaving spaces to fill in missing words.
- Make an overhead transparency (or photocopy) of the Tennessee quarter reverse.
- Gather 1 coin of each denomination for each of the students—cents, nickels, dimes, and quarters.
- Place 1 cent, 1 nickel, 1 dime, and 1 quarter in each envelope.

GROUPING:

Whole group

CLASS TIME:

2 20- to 30-minute sessions

CONNECTIONS:

- Language Arts
- Music
- Mathematics
- Science

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Identifying Coins and Their Value

TERMS AND CONCEPTS:

- Cent
- Nickel
- Dime
- Quarter
- Coins
- Value
- Symbol
- Musical heritage

BACKGROUND KNOWLEDGE:

Students should have a basic knowledge of:

- Circulating coins and their values
- The traditional children's song "The Wheels on the Bus"

STEPS:

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Tennessee quarter reverse.
2. Ask the students what they see on this coin. Discuss these symbols and their meanings. On chart paper, list the comments of each student.
3. Ask students why they think Tennessee chose to put musical instruments on their quarter. Discuss the words "Musical Heritage" on the quarter. Build on the students' responses, but convey the idea that music and song writing are important to that state.
4. As a class, discuss what topics people write songs about (reflect on a song that all students are familiar with). Ideas discussed should include things that are important to the writer, that interest the writer, and that the writer knows about. Explain to the class that, as a group, they will write a song about something they have been studying: money.
5. Distribute an envelope to each student that contains 1 cent, 1 nickel, 1 dime, and 1 quarter.
6. As a class examine the physical characteristics as well as the value of each coin in the envelope. On separate pieces of chart paper for each coin, write the students' observations, making sure to address similarities and differences among the coins. Display these charts for the whole class to see.

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Sing a Song of Coinage

Session 2

1. Introduce the students to the song that they will be creating. Display the song written on a piece of chart paper with blanks to fill in.
2. As a class, go through each verse of the song discussing what words could fit in the blanks. Take student suggestions and fill in each blank on the large chart.
3. When the song has been completely created, sing it as a class!
4. Create and distribute copies of the completed class song lyrics to each student. **Note:** Remember to respect and comply with our nation's copyright laws when you do this project, especially if you plan to use copyrighted editions, arrangements, or recordings.

ENRICHMENT/EXTENSIONS:

Perform the song for other classes. Prepare props, such as enlarged coins, to use when performing the song.

Record the performance and place the completed chart with the recording in the class listening center to practice reading skills.

DIFFERENTIATED LEARNING OPTIONS:

- Address one song verse each day, building a completed class song by the end of the week.
- Use pre-prepared sentence strips with appropriate answers for filling in the class song.
- Draw corresponding pictures to accompany text listed on class observation charts and in the class song.

HPC CONNECTIONS

Want to learn more about the Tennessee quarter? Visit the February 2002 Coin of the Month in the "Coin News" area.

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Sing a Song of Coinage

Sing to the tune of "The Wheels on the Bus" and "This Is the Way We Wash Our Clothes."

The Coins in My Hand

1. The penny in my hand is _____ and round,
   (color of coin)
   Brown and _____,
   (shape of the coin)
   Brown and round.
   The _____ in my hand is small and round
   (name of coin)
   And it is worth one cent.

2. The nickel in my hand is _____ and round,
   (color of coin)
   Silver and _____,
   (shape of coin)
   Silver and round.
   The _____ in my hand is silver and round
   (name of coin)
   And it is worth five cents.

3. The dime in my hand is _____ and round,
   (size of coin)
   Small and _____,
   (shape of coin)
   Small and round.
   The _____ in my hand is small and round
   (name of coin)
   And it is worth ten cents.

4. The quarters in my hand show different states,
   Different _____,
   (U.S. divisions)
   Different states.
   The _____ in my hands show different states
   (name of coins)
   And they're each worth twenty-five cents.

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Sing a Song of Coinage

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2: Pioneers in Space

Based on the Ohio quarter reverse

OBJECTIVES:

Students will learn the meaning of the word "pioneer" and will be introduced to some aviation pioneers who came from Ohio. The students will also preview and listen to an age-appropriate text relating to the design of the Ohio quarter reverse.

MATERIALS:

- 1 large brightly colored box
- 1 sign reading "Mystery Box"
- Box contents relating to aviation and space travel (such as pictures of air or spacecraft, toy planes or spacecraft, or airline tickets) as well as an Ohio quarter
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Ohio quarter reverse
- 1 copy of an age appropriate text that relates to space travel, such as:
  - *Touchdown Mars! An ABC Adventure* by Peggy Wethered
  - *Zoom! Zoom! I'm Off to the Moon* by Dan Yaccarino
  - *Me and My Place in Space* by Joan Sweeney
  - *Space Race* by Jerry Zimmer
  - *Curious George Gets a Medal* by H.A. Rey
- Picture-story paper
- Crayons
- Pencils

PREPARATIONS:

- Make an overhead transparency (or photocopy) of the Ohio quarter reverse.
- Locate a text that relates to space travel (see suggestions under "Materials").
- Make copies of the "Pioneers in Space" picture-story paper (1 piece per student).

GROUPING:

Whole group

CLASS TIME:

2 20- to 30-minute sessions

CONNECTIONS:

- Language Arts
- Social Studies
- Science

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Learning about Exploration and Flight

TERMS AND CONCEPTS:

- Pioneer
- Symbol
- Quarter
- Reverse (back)

BACKGROUND KNOWLEDGE:

The students should have basic knowledge of:

- Air and space travel
- Preview and prediction skills (reading)

STEPS:

Session 1

1. Place in plain view of the students a box labeled "Mystery Box." Examine the box periodically throughout the morning. When students ask you what's in it, respond with "You'll have to wait and see."
2. When you're ready to begin the lesson, bring the box to the front of the classroom and ask the students if they noticed the box during the day. What made them curious? Tell the students that they can look into the box, but first ask "Who would look in this box if they thought it might have something spooky in it? Who would look in this box if they thought it might have something dangerous in it?"
3. Introduce the Ohio quarter by taking it out of the Mystery Box. Tell them that this coin highlights some people who were curious about the unknown, just like they were with the Mystery Box.
4. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Ohio quarter reverse.
5. As a class, discuss the symbols on the coin's reverse. Ask the students what type of things they think interested the people on the quarter. (They should guess that these people were interested in exploring ideas relating to flight.) Explain that these people knew that flight and space travel were dangerous, things that no one had ever done before, but they were brave and still wanted to learn all they could about these topics.
6. Give the students a brief explanation of the accomplishments of the famous aviation pioneers from Ohio: the Wright brothers (developed and flew the first working airplane), John Glenn (the first American to travel around the Earth in a space craft), and Neil Armstrong (the first man to walk on the moon). Support this step with visuals (items related to aviation and space travel).

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Pioneers in Space

Session 2

1. Introduce the students to the selected text.
2. As a group, preview the text and illustrations to generate predictions about the story.
3. Read the selected text to the class and see if their predictions were correct.
4. After reading the story, discuss journeys that the students themselves have taken. What did they need to pack for the trip? What did they want to pack? Was there anything they wanted to bring that they were not able to bring?
5. After discussing needs versus wants when preparing for space travel, distribute the "Pioneers in Space" picture-story paper. Ask the students to write and illustrate a response to the question "What would you pack for a trip into space?"

ENRICHMENT/EXTENSIONS:

Explain to the students that, in March 2002, the Space Shuttle Columbia traveled into space carrying brand new Ohio quarters. Ask the students to imagine what would happen if one of the quarters escaped from the space ship. Have your students write and draw what they imagine happening to the escaped coin.

Share additional stories about space travel or other types of pioneers that are age-appropriate for your students.

DIFFERENTIATED LEARNING OPTIONS:

Take students on a teacher-guided virtual field trip to outer space. Be sure to prompt students to offer information learned as they act out their journey.

HPC CONNECTIONS

Are you interested in finding out more about the Ohio quarter? Visit the March 2002 Coin of the Month under "Coin News."

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NAME_____

Pioneers in Space

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Ohio Quarter Reverse

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3: Our States, My State

Based on the Louisiana quarter reverse

OBJECTIVE:

Students will use a simple map to become aware of the physical shape of our nation and their home state. Students will also determine the location of states in relation to one another using north, south, east, and west.

MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse
- 1 class map of the United States of America
- Copies of the "Our States, My State" map
- Copies of "The Louisiana Quarter Reverse" outline
- Colored pencils and/or crayons
- Scissors

PREPARATIONS:

- Make copies of the "Our States, My State" map (1 per student).
- Make copies of "The Louisiana Quarter Reverse" outline (1 per student).

GROUPINGS:

- Whole group
- Individual work

CLASS TIME:

1 30-minute session

CONNECTIONS:

- Social Studies
- Art

TERMS AND CONCEPTS:

- North
- East
- Compass rose
- Map key
- South
- West
- United States/state
- Reverse (back)

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Using Map Skills

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

- Cardinal directions
- Map elements

STEPS:

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the enlargement of the Louisiana quarter reverse.
2. Explain to students that the design was specially chosen to represent the state of Louisiana, its history, and its contribution to the United States of America.
3. Ask students to identify objects they recognize on the coin reverse: the bird, the musical instrument, and the outline of the United States. When students point out the shaded area that marks the Louisiana Territory, explain that it was at one time not part of the United States, that it was added as our nation grew. Tell the class that they will be looking at a map to see what the United States has grown up to look like.
4. Give each student an "Our States, My State" map. Also, pass out crayons or colored pencils.
5. Refer to the enlargement of the Louisiana quarter reverse, pointing out the continental United States. Have students outline the border of the United States of America on their map. Indicate that the areas for Alaska and Hawaii are also part of the United States using a class map to illustrate this point. Using the same color, ask them to outline those two states as well.
6. Have students trace the words for United States of America in the same color.
7. On their map, have the students locate and point to Louisiana. (If the students are having difficulty, give them the hint: "What letter do you hear at the beginning of Louisiana?" Tell them that the state of Louisiana is shaped like that letter.) Check to make sure that all students have identified the state correctly.
8. Choosing a second color, have the students outline and color Louisiana. Ask the students to color in the box next to the word "Louisiana" on the map key.
9. Ask students to place a dot in the state where the school is located (if it is not Louisiana). Check the students' maps for accuracy. Have students use a third color to outline and color that state.
10. Have the students identify the first letter they hear in that state's name. With the same color, have the students copy the spelling of the state's name in the blank on the map key.

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Our States, My State

11. Review the compass and work with students to determine whether Louisiana is north, south, east, or west of the state in which the school is located. (If the home state is Louisiana, choose another by asking students to name other states they have lived in or visited.) On the class map, locate some of these and help the class determine whether these states are north, south, east, or west of the school's state.
12. Pass out the "Louisiana Quarter Reverse" outline, one per student.
13. Allow students to color and cut out the outline of the Louisiana quarter reverse.
14. Display the students' work on a class bulletin board.

ENRICHMENTS/EXTENSIONS:

Have students create a mobile of state (or country) outlines with the state (or country) name neatly printed on the back. Use states (or countries) that they have lived in, were born in, have visited, where family members have been born or live, or that they have learned about.

Use a Venn diagram to compare the design of the quarter from their home state (if available) or another state to the design of the Louisiana quarter.

DIFFERENTIATED LEARNING OPTIONS:

- Have students work in pairs to identify the United States and state outlines.
- Make a literature connection to "map elements" by reading an appropriate text, such as *Me on the Map* by Joan Sweeney, or *North, South, East, and West* by Allan Fowler.

HPC CONNECTIONS

Once the Louisiana Territory was purchased by President Jefferson, he needed someone to explore this new land. After discussing the Louisiana quarter, read all about a coin that commemorates the men who led the Expedition to explore this territory. Click on "Coin News" to go to May 2001's Coin of the Month.

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NAME_____

Our States, My State

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Louisiana Quarter Reverse

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4: Coin Crossroads

Based on the Indiana quarter reverse

OBJECTIVES:

Students will play a racetrack game using money vocabulary and by adding coins with the same value.

MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency or display copy of cents (pennies) (and nickels and dimes if needed)
- 1 "Around the Racetrack" worksheet for each student
- 1 "Around the Racetrack" overhead transparency
- 1 plastic cup for each group
- Spinner or die (numbered one through six)
- 6 cents for each group
- 1 pencil for each student
- 2 colored pencils (different colors) for each group
- 1 copy of an age appropriate text that relates to car racing, such as:
  - *My Race Car* by Michael Rex
  - *Race Cars (Things That Go!)* by Craig Robert Carey
  - *Race Cars (Transportation)* by Darlene R. Stille
  - *Race Cars (Monster Machines)* by David Jefferis

PREPARATIONS:

- Make an overhead transparency (or enlarged photocopy) of "Around the Racetrack" so that it can be easily seen.
- Make overhead transparency (or enlarged photocopy) of cent (penny), and nickels and dimes if appropriate.
- Enlarge and make copies of the Racetrack worksheet for each student.
- Locate a copy of an appropriate text (see suggestions under "Materials").

GROUPING:

- Whole group
- Small groups

CLASS TIME:

2 30-minute sessions

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Adding Coin Values

CONNECTIONS:

- Mathematics
- Language Arts

TERMS AND CONCEPTS:

- Cent
- Nickel
- Dime
- Coins
- Value
- Addition

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

- Coins and the value of a cent, nickel, and dime
- Adding same-set coin combinations

STEPS:

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state if available.
2. Introduce your students to the Indiana quarter. Locate Indiana on a classroom map. Note its relation to their home state.
3. Ask the students what they see on the coin. Discuss these images.
4. Read the selected text.

Session 2

1. Introduce the students to a game that involves race cars called Penny Racers.
2. Place students in pairs and distribute materials: 1 die/spinner, 1 "Around the Racetrack" game board, 1 plastic cup containing 6 cents, and 2 different-colored pencils.
3. Demonstrate the game to the class using overhead materials.
4. The first student will use a spinner or die to determine the number of cents (s)he will place on the racetrack. The student will spin or roll, then place that number of cents in one lane of the first section of the racetrack, using money vocabulary: "I rolled three cents."

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Coin Crossroads

5. The first student will then trace the cents they have laid on the first space in the racetrack using his or her own colored pencil. It is then the other player's turn to complete steps 4 and 5.
6. Play will continue until all sections of the race track are filled.
7. When both players have reached the finish line, they will count the number of cents in their lane on the racetrack. The player with the greatest number of cents is the winner!

ENRICHMENT/EXTENSIONS:

Reinforce these skills with lesson plan 6 from this set, "Pennies and Nickels and Dimes--Oh, My!"

DIFFERENTIATED LEARNING OPTIONS:

Use nickels or dimes rather than cents with this lesson to reinforce skip-counting.

HPC CONNECTIONS

If your students enjoyed this high-speed activity, invite them to race against the clock and put together the Indiana quarter when they play PuzzleMint in the "Games" area.

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Indiana Quarter Reverse

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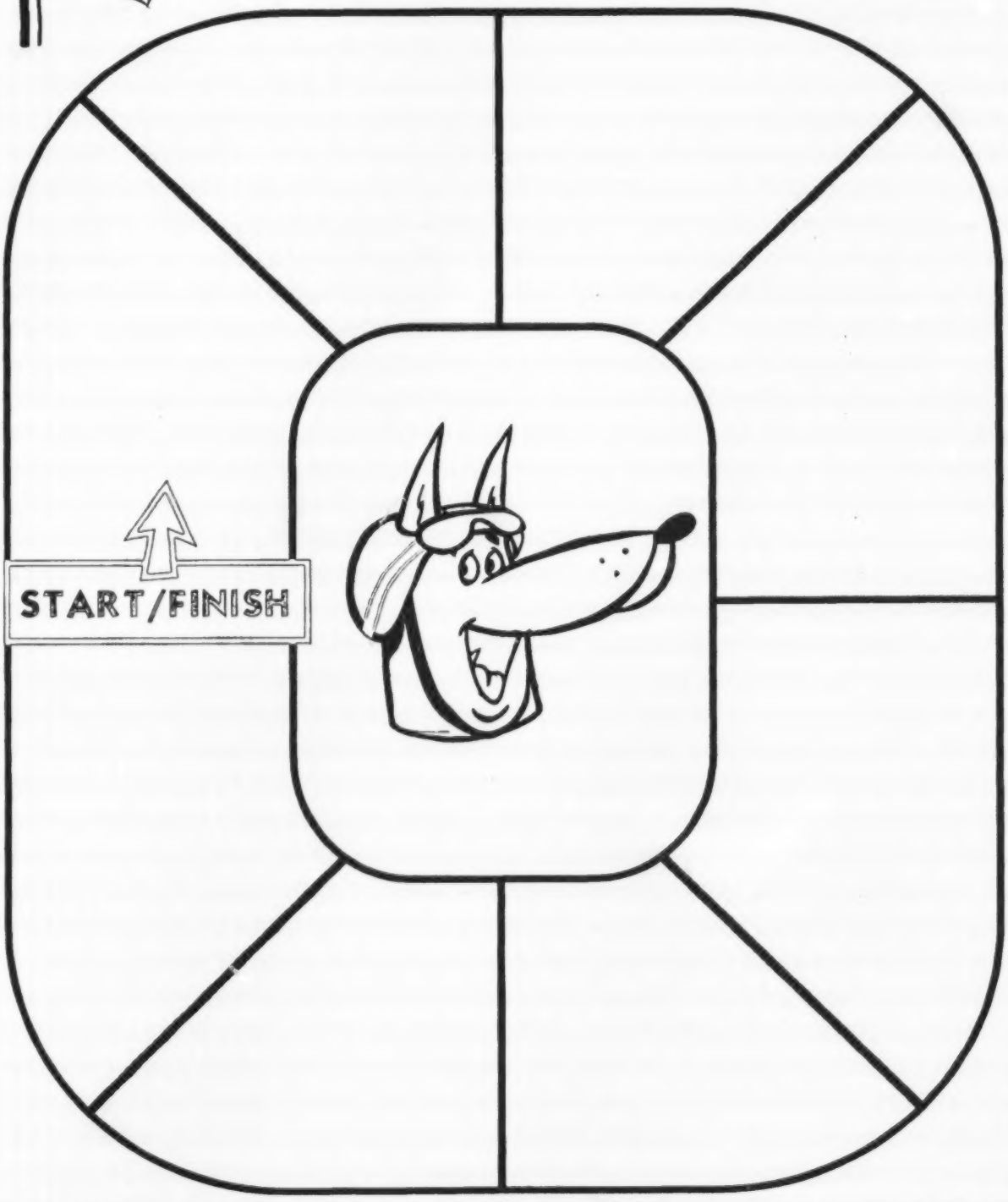
NAME_____

Around the Racetrack



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5: Sounding Out the Symbols

Based on the Mississippi quarter reverse

OBJECTIVE:

Students will, while learning about symbols, sort words orally, understand that letters represent sounds, and note words that start with the same letter.

MATERIALS:

- 1 overhead projector (optional)
- Overhead transparency (or photocopy) of the Mississippi quarter reverse
- "What's the Sound?" worksheet
- "A Quarter for Our School" worksheet
- Colored pencils and/or crayons
- Chart paper
- Pictures of a magnolia blossom and your state flower

PREPARATIONS:

- Make copies of the "What's the Sound?" worksheet (1 per student).
- Make copies of the "A Quarter for Our School" worksheet (1 per student).

GROUPINGS:

- Whole group
- Individual work

CLASS TIME:

2 30-minute sessions

CONNECTIONS:

- Language Arts
- Art
- Social Studies

TERMS AND CONCEPTS:

- State flowers
- Letters
- Sounds

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Indentifying Initial Letters

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of letter shapes and sounds.

STEPS:

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the Mississippi quarter reverse.
2. Explain to students that the design was specially chosen to represent the state of Mississippi because the Magnolia was selected as the state flower and the state tree. Use supporting pictures of a magnolia blossom to illustrate. Make connections to your state flower.
3. Hand out the "What's the Sound?" worksheet.
4. Point out that Magnolia starts with the same sound and letter as the state it represents—Mississippi.
5. Ask students what is pictured in the second circle next to the Magnolia flower. Does 'man' use the same sound, too? What other words begin with the "M" sound?
6. Tell students they will have a chance to think of more things that begin with different sounds. Review the sounds that the rest of the states listed on the worksheet start with and, as a class, brainstorm things that start with those same sounds and list on chart paper.
7. Have students trace the initial letters on their worksheets. Students will draw two words that begin with the corresponding sound in the circles next to the state name. Model this activity for them. Monitor their work until all circles are complete.

Session 2

1. Ask the class if they think that Mississippians chose the Magnolia as a symbol just because it started with the same letter and sound as the state name. Explain how prominent the magnolia is in the South, that it is both the state flower and the state tree of Mississippi, and that the magnolia can be found all over the state.
2. Tell students that they will decide what should symbolize their school. Ask what is found all around the school. When students offer up 'inside' answers such as teachers, desks, etc., ask where magnolias are usually found—inside or outside. When they say outside, suggest that you take a class field trip around the school grounds.
3. While outside, ask the students to find and draw something that might be good to represent or symbolize your school. Students could also brainstorm ideas about things that represent your school such as its mascot or school colors.

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Sounding Out the Symbols

4. Distribute the "A Quarter for Our School" worksheet. Ask the students to use this paper to draw their selected items.
5. Share the drawings with the entire class by displaying them in the room.

ENRICHMENTS/EXTENSIONS:

Go to the United States Mint H.I.P. Pocket Change™ Web site at www.usmint.gov/kids, and print the 2002 quarter outlines. Make enough copies and randomly distribute to the class. For fun, have them color their coins however they would like and display them according to state groupings. Students could also sort these coins according to their attributes.

Students can create "A Quarter for My Family," displaying special pictures relating to their families (family members, heritage, special activities, pets).

DIFFERENTIATED LEARNING OPTIONS:

- Students could bring in objects beginning with a certain sound. Objects could be sorted physically to reinforce understanding.
- Have advanced students draw pictures of words that end with the sounds listed.
- Introduce students to alliteration by having them create a sentence using one of the initial letters reviewed in this activity.

HPC CONNECTIONS

If your students liked the Mississippi quarter, let them examine the Coin of the Month for April 2002 in the "Coin News" area. It's the 1997 U.S. Botanical Garden Commemorative Silver Dollar, which features our national flower, the rose!

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NAME_____

What's the Sound? (1)

M i s s i s s i p p i

M

magnolia

man

Indiana

I

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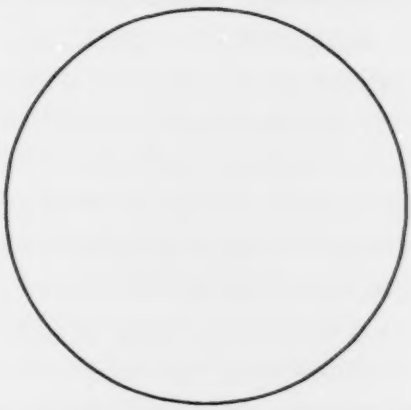
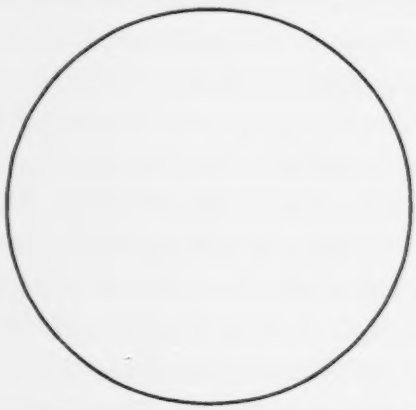
NAME_____

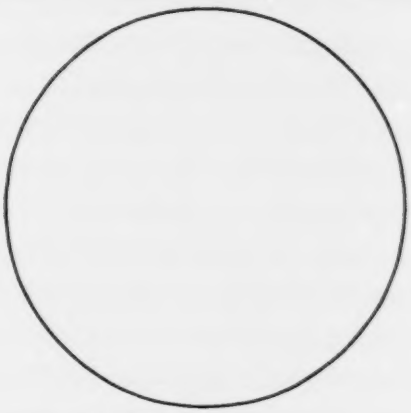
What's the Sound? (2)

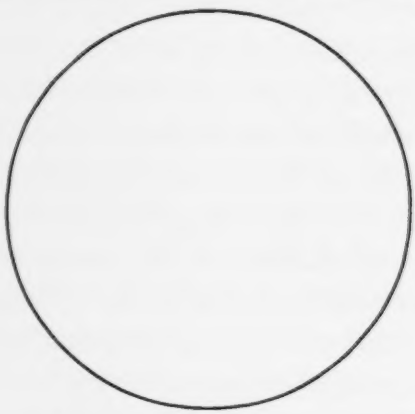
Louisiana



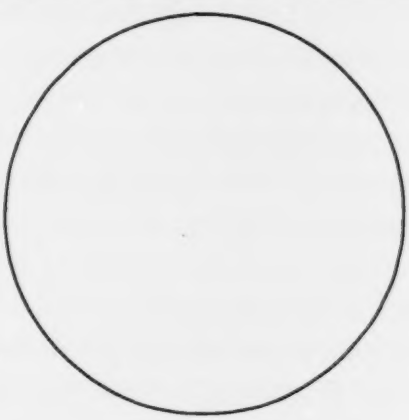


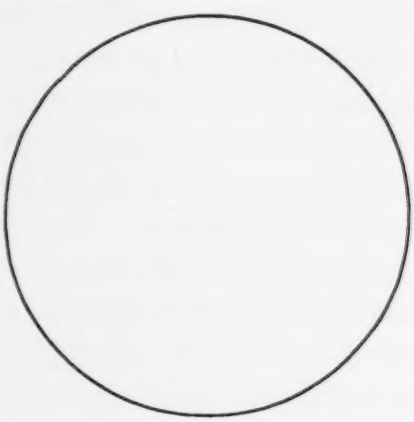
Ohio





Tennessee





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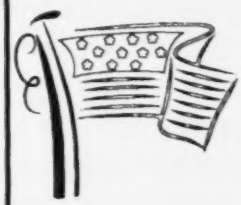

NAME_____

A Quarter for Our School

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6: Pennies and Nickels and Dimes...Oh, My!

OBJECTIVES:

Students will play a game in which they determine the number of cents (pennies) that equal a nickel, dime, and quarter. The students will also identify which set of coins has more, fewer, or the same amount while also counting each collection and writing the corresponding value.

MATERIALS:

- The "What's The Value?" worksheet
- The "How Many Make a...?" worksheet
- Colored pencils and/or crayons
- One of each coin: cent, nickel, dime, and quarter
- Glue
- Scissors
- Value card sets

PREPARATIONS:

- Make copies of the "What's The Value?" worksheet (1 per student)
- Make copies of the "How Many Make a...?" worksheet (1 per student)
- Create value card sets, one per student plus a teacher set using the Value Cards resource page included.

GROUPINGS:

- Whole group
- Small groups

CLASS TIME:

1 30-minute session

CONNECTIONS:

Mathematics

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Identifying and Adding Coin Values

TERMS AND CONCEPTS:

- Cent
- Nickel
- Dime
- Quarter
- Value
- Greater than
- Less than
- Equal to

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

- The cent sign (¢)
- Counting by fives and tens
- Coins and the value of a cent, nickel, dime, and quarter

STEPS:

1. To review the value of a cent, nickel, dime and quarter as a class, play the following game with your students.
   - Give each student a set of value cards. Tell them to lay out each card in front of them.
   - Hold up one of the four coins for all students to see. Ask students to select a value card and hold it up to show the number of cents that the coin is worth.
   - Ask the students how many cents this coin is worth. Solicit group response.
   - Show the students the correct value (selected from the teacher's set of value cards).
   - Ask students if that coin's value is greater than, less than, or equal to a different coin that you select.
   - Repeat numerous times, randomly selecting one of the four coins.

   (As a challenge, display all four coins in a random order. Have the students place the corresponding value cards in that same order.)
2. Introduce the "How Many Make a ...?" worksheet. Review the directions with the class and ask students to complete this worksheet individually. When students finish, check worksheets for understanding.
3. Work with students to complete the "What's the Value?" worksheet. This can be completed as a class or in small groups with or without supervision as necessary.

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Pennies and Nickels and Dimes...Oh, My!

ENRICHMENTS/EXTENSIONS:

Create an activity center in one section of the classroom where students can practice counting stacks of cents, nickels, and dimes in amounts up to $1.00.

Create a classroom store center where students can practice matching basic price tags with coin amounts.

Refer to "Lesson 2: Money Matters" in the 1999/2000 50 State Quarter Program® lesson plans for more topic-related work.

DIFFERENTIATED LEARNING OPTIONS:

- Use coins or other manipulatives to complete "What's the Value?" questions.
- Compare coin amounts in terms of "more than," "less than," or "equal to."
- Hold up a value card and invite students to find different combinations of coins that equal the amount on the value card.
- Have students use dice and change (cents, nickels, dimes, and quarters) to play a game in pairs. For each roll, the student will get that number of cents. Students will trade up for coins of greater value, and the first to reach a quarter wins.

HPC CONNECTIONS

Are your students just starting to learn about using coins? Then test out the unit plan called "Pennies (Nickels and Dimes) From Heaven." It's in the "Teachers" area of the site.

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Value Cards

1¢

5¢

10¢

25¢

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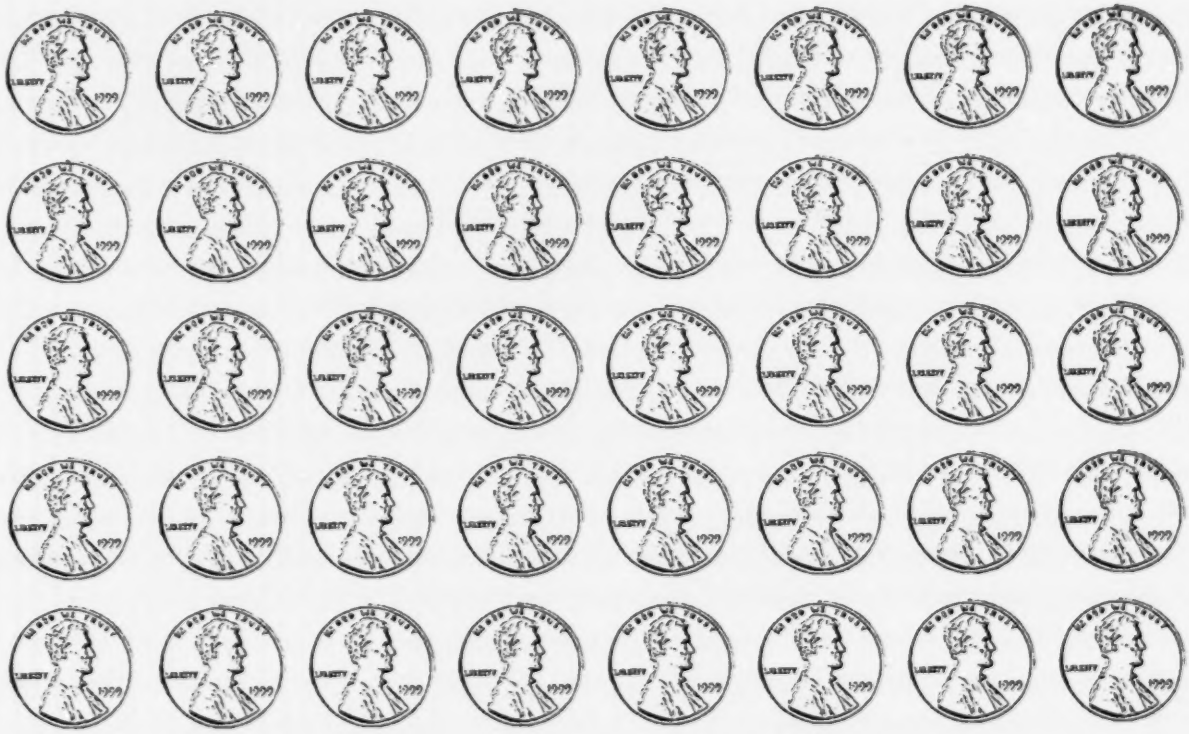
NAME_____

How Many Make a...?

DIRECTIONS

1. Color in the number of pennies that equal one **nickel.**
2. (Circle) the number of pennies that equal one **dime.**
3. **Underline** the number of pennies that equal one **quarter.**



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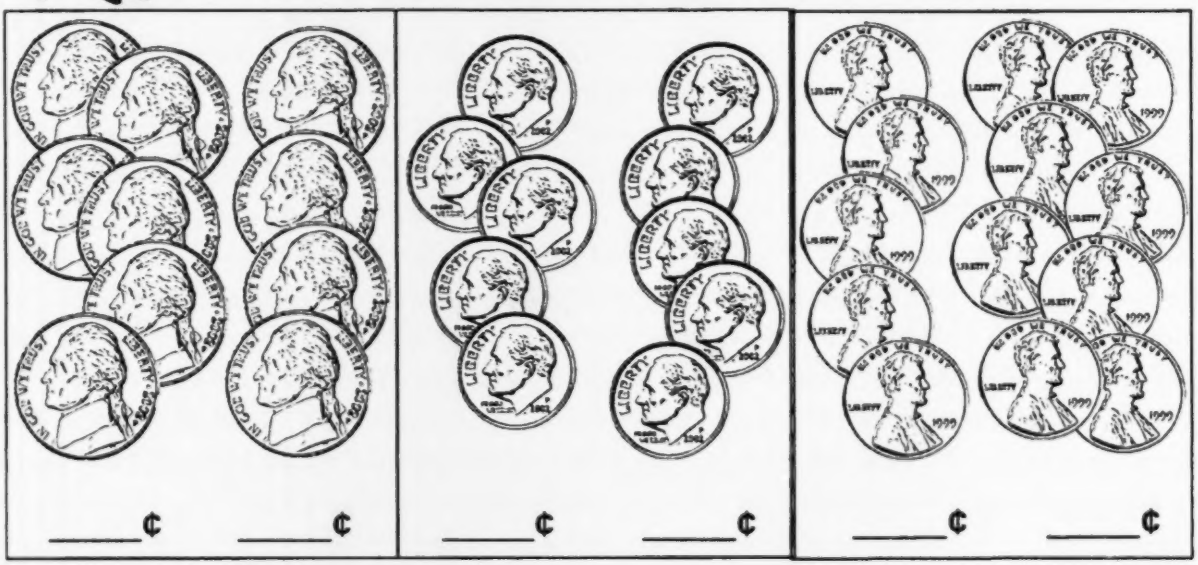
NAME_____

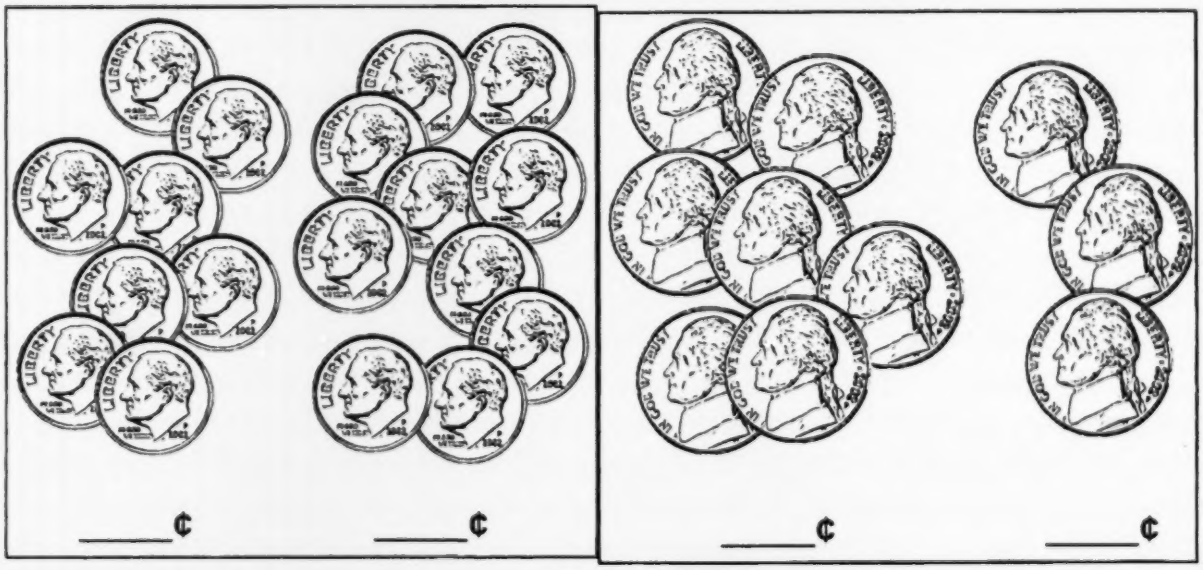
What's the Value?

DIRECTIONS:

1. **Count** each group of coins and write its value in the line underneath the group.
2. **Circle** the set in each pair that has **more** coins. If the sets are the same, circle both sets.



_____¢ _____¢ _____¢ _____¢ _____¢ _____¢



_____¢ _____¢ _____¢ _____¢

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State Information 2002 Quarters

Tennessee

The Tennessee quarter, the first quarter of 2002 and sixteenth in the series, celebrates the state's contributions to our nation's musical heritage. The design uses musical instruments and a score with the inscription "Musical Heritage." Three stars represent Tennessee's three regions and the instruments symbolize each region's distinct musical style.

The fiddle represents the Appalachian music of east Tennessee, the trumpet stands for the blues of west Tennessee for which Memphis is famous, and the guitar is for central Tennessee, home to Nashville, the capital of country music.

State Capital: ..... Nashville
State Bird: ..... Mockingbird
State Tree: ..... Tulip Poplar
State Flower: ..... Iris
State Motto: ..... Agriculture and commerce
Entered Union (rank): ..... June 1, 1796 (16)
Nickname: ..... The Volunteer State, The Big Bend State, The Mother of Southwestern Statesmen
Origin of Name: .... Named after Cherokee Indian villages called "Tanasi"
State Song: ..... Seven official state songs: "My Homeland, Tennessee," "When It's Iris Time in Tennessee," "My Tennessee," "Tennessee Waltz," "Rocky Top," "Tennessee," and "The Pride of Tennessee."

Ohio

The Ohio quarter, the second quarter of 2002 and seventeenth in the series, honors the state's contribution to the history of aviation, depicting an early aircraft and an astronaut, superimposed as a group on the outline of the state. The design also includes the inscription "Birthplace of Aviation Pioneers." The claim to this inscription is well justified — the history making astronauts Neil Armstrong and John Glenn were both born in Ohio, as was Orville Wright, co-inventor of the airplane. Orville and his brother, Wilbur Wright, also built and tested one of their early aircraft, the 1905 Flyer III, in Ohio.

State Capital: ..... Columbus
State Bird: ..... Cardinal
State Tree: ..... Buckeye
State Flower: .... Scarlet Carnation
State Motto: .... With God, all things are possible
Entered Union (rank): ..... March 1, 1803 (17)
Nickname: ..... Buckeye State
Origin of Name: .... From the Iroquois Indian word meaning "large river" or "beautiful river"
State Song: ..... "Beautiful Ohio"

Louisiana

The Louisiana quarter, the third quarter of 2002 and eighteenth in the series, displays the image of Louisiana's state bird — the pelican, a horn with musical notes, and the outline of the Louisiana Purchase territory, along with the inscription "Louisiana Purchase."

Thomas Jefferson bought the Louisiana Territory from Napoleon Bonaparte in 1803 for $15 million. Dubbed the "greatest real estate deal in history" the Louisiana Purchase added thirteen new states to the Union, nearly doubling its size and making it one of the largest countries in the world.

The horn on the coin is a tribute to the state's heritage of jazz music, a genre heard and played by millions of enthusiasts around the globe. Jazz was born in New Orleans over a hundred years ago, a combination of elements from blues, ragtime, and marching band music. A multitude of musicians

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State Information 2002 Quarters

propelled jazz from New Orleans' French Quarter onto the world stage, making the style a dominant force in 20th Century music.

State Capital: ..... Baton Rouge
State Bird: ..... Brown Pelican
State Tree: ..... Bald Cypress
State Flower: ..... Magnolia
State Motto: ..... Union, justice and confidence
Entered Union (rank): ..... April 30, 1812 (18)
Nickname: ..... Pelican State
Origin of Name: ..... Named in honor of France's King Louis IV
State Song: ..... "Give Me Louisiana" and "You Are My Sunshine"

Indiana

The Indiana quarter, the fourth quarter of 2002 and nineteenth in the series, represents the state pride in the famous Indianapolis 500 race. The design features the image of a racecar superimposed on an outline of the state with the inscription "Crossroads of America." The design also includes 19 stars signifying Indiana as the 19th state to ratify the Constitution.

The Indianapolis Motor Speedway is a 2.5 mile track built in 1909 for automotive research purposes. While the track was and is used for research, it is best known for hosting auto races, most famously, the Indy 500. The oldest auto race in the world, the Indy 500 has been run every year since 1911, except during the two World Wars.

The winner of the first Indy 500 was Ray Harroun whose car, the Marmon Wasp, is thought to have been the first to have a single seat and to use a rearview mirror. In the time since Harroun's victory, the Indy 500 has become an international event, synonymous with auto racing.

State Capital: ..... Indianapolis
State Bird: ..... Cardinal
State Tree: ..... Tulip Tree
State Flower: ..... Peony
State Motto: ..... The crossroads of America
Entered Union (rank): .... December 11, 1816 (19)
Nickname: ..... Hoosier State
Origin of Name: ..... Means "Land of the Indians"
State Song: ..... "On the Banks of the Wabash, Far Away"

Mississippi

The Mississippi quarter, the last quarter of 2002 and 20th in the series, combines two elegant magnolias with the inscription "The Magnolia State."

The magnolia (Magnolia grandiflora), named for the French botanist Pierre Magnol, is strongly associated with the South, where the popular flower was introduced from Asia. This association helped Mississippi to adopt it as the state flower in 1952.

In 1900, when Mississippi schoolchildren were asked to vote for a state flower, they chose the magnolia over cape jasmine, yellow jasmine, cotton, and others. The selection remained unofficial, however, until February 26, 1952, when the Mississippi legislature finally adopted the magnolia as the state flower, opposed by only one vote. A similar election for state tree in 1935 gave the magnolia a landslide victory, made official on April 1, 1938.

State Capital: ..... Jackson
State Bird: ..... Mockingbird
State Tree: ..... Magnolia
State Flower: ..... Magnolia
State Motto: Virtute et armis (By valor and arms)
Entered Union (rank): ..... December 10, 1817 (20)
Nickname: ..... Magnolia State
Origin of Name: .... Possibly based on Chippewa "mici zibi," loosely meaning "great river"
State Song: ..... "Go Mississippi"

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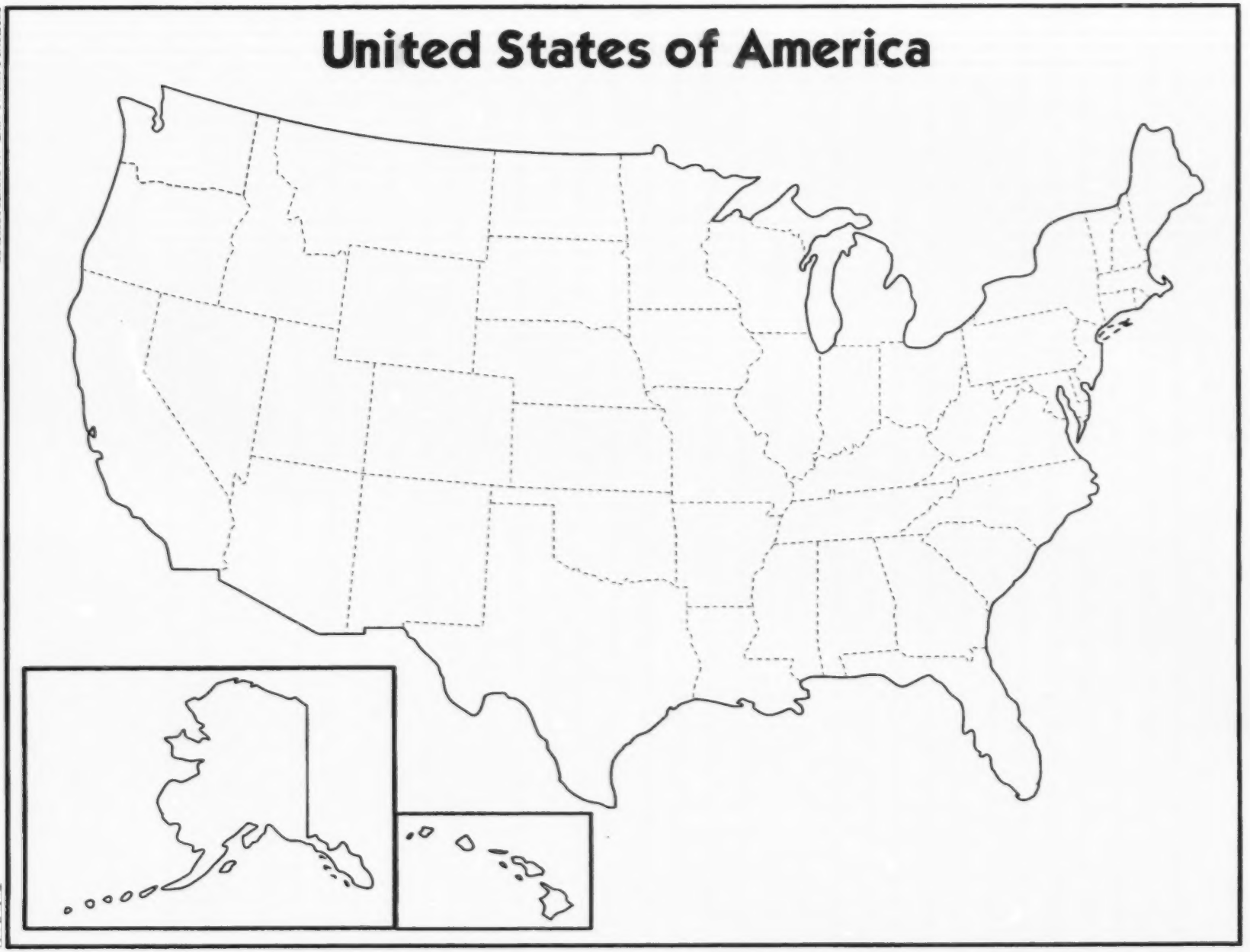
United States of America



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The United States Mint

50 State Quarters Program

Release Year/State	Statehood Date
1999	
Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
2000	
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
New Hampshire	June 21, 1788
Virginia	June 25, 1788
2001	
New York	July 26, 1788
North Carolina	November 21, 1789
Rhode Island	May 29, 1790
Vermont	March 4, 1791
Kentucky	June 1, 1792
2002	
Tennessee	June 1, 1796
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 10, 1817
2003	
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821
Arkansas	June 15, 1836
2004	
Michigan	January 26, 1837
Florida	March 3, 1845
Texas	December 29, 1845
Iowa	December 28, 1846
Wisconsin	May 29, 1848
2005	
California	September 9, 1850
Minnesota	May 11, 1858
Oregon	February 14, 1859
Kansas	January 29, 1861
West Virginia	June 20, 1863
2006	
Nevada	October 31, 1864
Nebraska	March 1, 1867
Colorado	August 1, 1876
North Dakota	November 2, 1889
South Dakota	November 2, 1889
2007	
Montana	November 8, 1889
Washington	November 11, 1889
Idaho	July 3, 1890
Wyoming	July 10, 1890
Utah	January 4, 1896
2008	
Oklahoma	November 16, 1907
New Mexico	January 6, 1912
Arizona	February 14, 1912
Alaska	January 3, 1959
Hawaii	August 21, 1959

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